**MORE ABOUT TRANSDISCIPLINARY LEARNING EXPERIENCES**

**LOCATION**

A simple definition is that location is a place where something is or could be located; a site. In the Shape & Space strand, one of our indicator for this period says, follows instructions that describe position: between, next to, behind (Review: In, out, on, under). So, I think to have a better understanding about the concept of Location, it is important to work on those positions and I suggest to follow some sequential steps:

**Activity 1:** Use commands about position and direction words. For example: "Look at that big clock **next to** our door!", " Please get me the pencil **next to** the book" or " Come sit **next to** me", “Paula, sit down **between** María and Miguel”, etc.

I agree to have this in tiered lessons depending on the chn results after having first lesson of position concept. So we can give more complex instructions to the top chn. For example: “find three things that are **in** your cubby hole”

For Independent Transdisiciplinary: They can represent an object in different positions: the teddy bear under the table, the teddy bear between two colours, the teddy bear next to my friend Felipe, etc.

**Activity 2:** Next step could be building the classroom using a big box that represents the space and the chn could make some classroom parts/objects such as: tables, chairs, some cupboards, etc. they can work by groups. For example: a small group can be in charge of the space, so they have to identify where to draw the door, the windows and the teacher could help them cut those parts out. Another group could be in charge of making the objects that are inside the classroom using plasticine.

I suggest to give the general instruction to the whole group and then to organise the children in small groups with an assigned task to work independently.

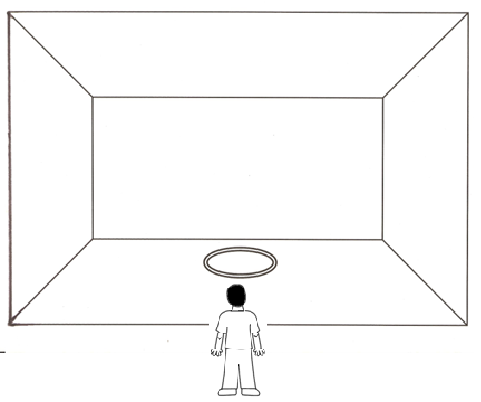
**Activity 3:**  I have another proposal for graphic representation of the classroom. Instead of sitting outside the classroom to draw it, we had better give the classroom map to the chn to represent what they modeled with the plasticine in the previous lesson. I found the classroom maps and we can make a big copy of them. Their task is to locate some classroom parts/objects in the map. We need to make a picture of those parts and they have to paste them in the map.

**Activity 4:** In the activity 1 the children begin to understand where their body is in relation to the environment they are in and usually, a child learn about his body position in relation to other people (next to my friend), and then in relation to other objects (on the table).

But understanding location under the Perspective point of view is a more complex task, because they have to understand that the appearance of objects are determined by their relative positions.

The theory of perspective describes how to project a three-dimensional object onto a two-dimensional surface.  According to this theory, I propose to make the classroom model first and then to complete the map.

I have two kinds of maps. In the simple one, the chn have to identify where the walls, the floor and the ceiling are and they have to imagine themselves as if they were standing at the entrance of the classroom. But if they stand at the wall that has the whiteboard, what would they draw? Mmmm!



**Floor**

**Walls**

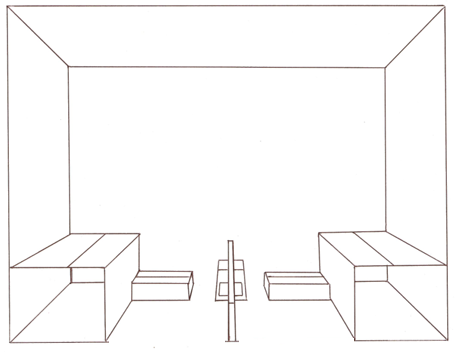
**Ceiling**

In tiered lessons, they can colour the floor and the ceiling and draw one, two or three objects from the classroom.

In the second map, which is more complex, they have to imagine themselves as if they were located at the ceiling. Let´s see the Kinder classrooms I drew two years ago. It is not a scale drawing of course, just a rough one!

**KINDER CLASSROOMS**

**Let´s play! Guess what classroom this is. Imagine the classroom without the roof and you are up there looking down!**

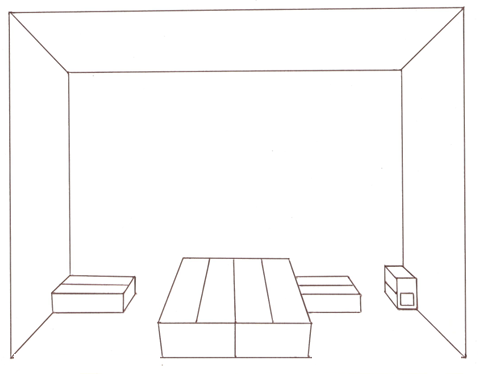


**Entrance**

**Walls**

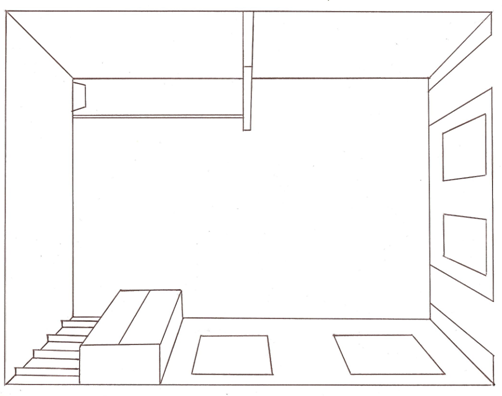
**Floor**

**And this?**



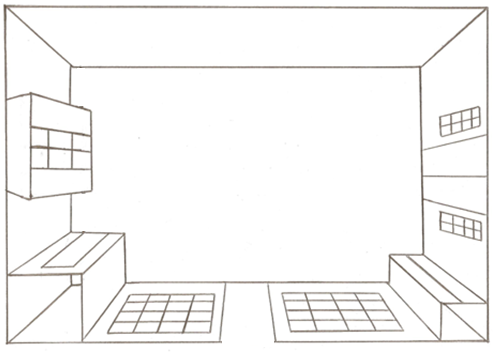
**Floor**

**What about this?**

****

**Patio**

**And finally….**



**Toilet**

I´m not sure if they are ready at this time of the year to understand the position of objects from a perspective drawing. But as soon as we give them a clue, for example where the floor is, it is easier for them to locate the rest places of the classroom. What do you guys think?

After exploring near space they can go further places and thus, be ready to explore the Preprimary section map, but this map was successfully carried out by First graders last year, so I think working on the classroom map is good enough for our Kinder students.

Any way another indicator for Shape & Space says: Explores paths, boundaries and regions in their surroundings which links to the concept of ORIENTATION too. In this case my proposal is to have them explore further places and have them just sit down in front of a specific place to draw what they see!

Thanks for your questions and comments,

**Vicky**